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ABSTRACT

Growth occurs when the need for change is recognized by the individual through self-analysis, and when measures to effect the change are self-initiated. In this course the student is actively involved at every step in self-evaluation, identifying problem areas in her or his relationships and environment, selecting topics and issues for research, formulating the questions she or he wishes to answer, and discovering appropriate sources of information. Reliance is placed on teacher-pupil planning, guided discussion, and informal presentation of material. Lectures and instructive diagrams are employed in subject areas not readily available, such as methods of encouraging creative, intuitive thinking and achieving a planetary perspective. Aid in effecting desired changes in feelings and behavior is provided in guided awareness exercises and imaging. Included is a reading list of books that inspire and stimulate growth. (BZ)

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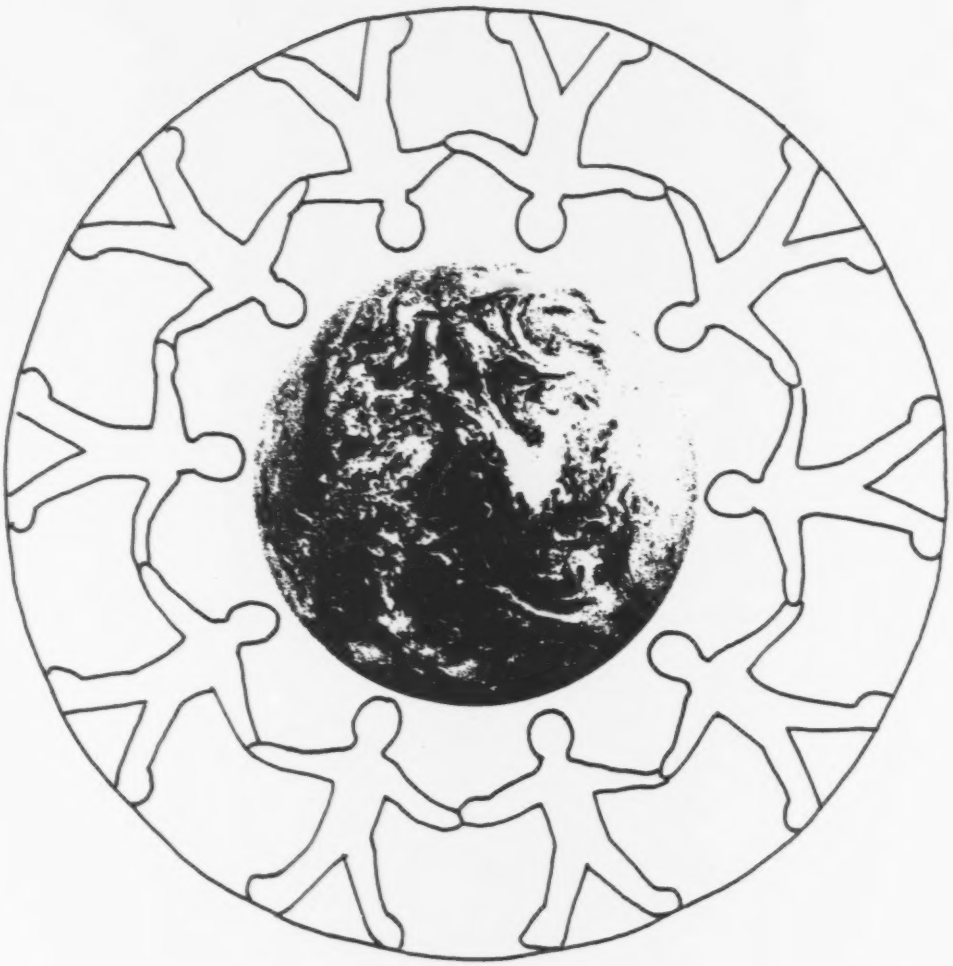
THE PERSON AND THE PLANET

A PROBLEMS COURSE



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A CURRICULUM GUIDE

Prepared by

FLORENCE WIDUTIS

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INTERNATIONAL INSTITUTE OF TRANSPERSONAL DIPLOMACY

PUBLICATIONS

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THE PERSON AND THE PLANET

A CURRICULUM GUIDE

by **FLORENCE WIDUTIS**

AN INTERRELATIONSHIP

OF THE INNER SELF WITH OUTER WORK

"Let's see ourselves as vital parts of the whole of humanity with the intention and the power to make a creative contribution to the solution of the problems of the earth." page 30.

This curriculum is an exciting new approach to exploring how individual growth and self-assessment are related to transformation of the world community and resolution of its problems. A professional educator has designed unique exercises which are adaptable for classrooms, small groups and individual learning situations. The curriculum can be taught as an innovative course of study or used effectively to enrich courses currently being offered.

SKILLS TO BE USED AND TAUGHT:

- Self-Assessment
- Logical Reasoning
- Creative Intuition
- Reading Record
- Problem Solving
- Field Work
- Supervised "student teaching"

TABLE OF CONTENTS

Personal Growth and Human Relations
Psychology of the Higher Consciousness
The Planet and Its Problems
Presentation of Reports
Organizing for Social Action

Designed for: Senior High School and College

ABOUT THE AUTHOR

Community education for world peace and better human relations, research and writing for public affairs agencies, and ten years study and teaching in an international school of meditation prepared Florence Widutis for her unusual career as a social studies teacher. Her book **Yours Is the Power,** with its program for self-transformation, suggests the transpersonal dimension she brings to the classroom and adult workshops. She used the techniques described in **The Person and the Planet** effectively in social problems, government and history courses while serving on the faculties of secondary schools in Washington, D.C.

Currently Mrs. Widutis facilitates workshops on peacemaking and the inner journey to self-transformation and social change, incorporating principles from psychosnthesis in education. She has published a novel for young people, **The True Path,** and articles on population, world hunger and U.S.-Soviet relations. She co-edited **Books for New Age Children and Youth.**

THE PERSON AND THE PLANET

A PROBLEMS COURSE

A Curriculum Guide prepared by

FLORENCE WIDUTIS

Contents

Unit One.....Personal Growth and Human Relations

Unit Two.....Psychology of the Higher Consciousness

Unit Three...The Planet and its Problems

Unit Four....Presentation of Reports

Unit Five....Organizing for Social Action

First published by Planetary Citizens 1980

Revised Edition 1985

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Introduction *

Goals:

1. To help learners improve their personalities and human relationships using tested methods of self-transformation.
2. To increase the power to serve humankind by expanding awareness to global issues and by bringing imagination and intuition as well as logical reasoning to bear on these issues.
3. To provide motivation to cure the planet's ills and research and problem-solving tools with which to deal with obstacles to peace and justice in communities and the wider world.

Anticipated Use:

The course is primarily designed for secondary and college students. Previous courses in psychology and sociology would be valuable preparation. Some of the methods can be used effectively in adult seminars and workshops.

Skills to be Learned:

Research using primary and secondary sources and field work.
Preparation and oral presentation of papers with references and bibliography.
Keeping reading records and vocabulary building.
Global-local problem solving by groups and individuals.
Development and use of reasoning, creative imagination and intuition.
Supervised "student teaching."
Organizing for social action.

Teaching Methods:

Growth occurs when the need for change is recognized by the individual through self-analysis, and when measures to effect the change are self-initiated. In this course the student is actively involved at every step in self-evaluation, identifying problem areas in his or her relationships and environment, selecting topics and issues for research,

* This curriculum is based on courses taught in Woodrow Wilson High School, Washington, DC., training in Psychosynthesis in Education and experience facilitating adult workshops on self-transformation, conflict resolution, peacemaking and social change.

formulating the questions he or she wishes to answer and discovering appropriate sources of information. Reliance is placed on teacher-pupil planning, guided discussion and informal presentation of material seminar fashion. Lectures and instructive diagrams are employed in subject areas not readily available, such as methods of encouraging creative, intuitive thinking and achieving a planetary perspective. Aid in effecting desired changes in feelings and behavior is provided in guided awareness exercises and imaging.

Instructor's Preparation:

In addition to an academic background in psychology, sociology, political science, economics, intercultural and international problems, an instructor of this course can profit from training in the psychology and the developmental techniques of the higher consciousness. A creative mind and receptivity to inspiration enable one to train others in the use of these faculties. See Unit Two for sources of information.

A Tested Program:

Most of the newer methods described in this curriculum were employed experimentally at the outset and revised in light of experience over a number of years. Several high school social studies classes completed the entire course before publication of the first edition. Since publication the methods of transformation of self and relationships and global-local problem solving have been used successfully in secondary schools and college classrooms and in adult workshops. While it may not be possible to introduce the entire course into the curriculum of a school or college, it is possible to incorporate the exercises or learning methods in courses currently being offered.

Unit One

PERSONAL GROWTH AND HUMAN RELATIONS

Procedure

To orient students each day to the inner task of personal growth, an excellent practice is to open class with five minutes or so of a "be here now" or "centering" exercise. This can be quite simple:

> Let's close our eyes and let go of the thoughts and feelings we brought with us. Let's focus on our purpose for being here - to discover ways to improve ourselves and our relationships. (Follow with one or two moments silence.)

Or during these first few minutes, a variety of exercises can be used to introduce students bit by bit to the observation and control of their psychological processes. The Centering Books (3) are rich sources of exercises which can fascinate people of all ages, and motivate late comers to get to class on time.

Self-Assessment

A good introductory class activity is a self-assessment paper. Ask students to become quiet. You can say, "Be conscious of yourself as a unique, valuable person. The questions you will answer will not be graded and will be held in confidence. Honesty with yourself is one essential to profit from the course, so answer freely and frankly." The questions can then be dictated or placed on the board one at a time. The latter procedure will permit late registrants to do the work at home. Allow ample time for students to write each answer before giving the next question. About 30-45 minutes should be allowed for the self-assessment. If any need more time, they can take their papers home and turn them in during the next class.

1. What are your greatest virtues or strengths? Why do you think so?
2. What are your most serious weaknesses? Explain.
3. What achievement are you most proud of? Give details.
4. What was your greatest failure or disappointment?
5. What qualities would you like to improve or acquire in order to have better relationships? Why?
6. What do you hope to learn in this course?

These papers can give the teacher clues as to the individual needs, problem areas and motivations of students.

Research Paper Form

To prepare for the work on human relations problems, explain as soon as practicable the preferred form to be used for rsearch papers and bibliography. Instructions for research papers can be duplicated or placed on the board for students to copy. High school students will need at least two class periods for explanation of the instructions. College students can profit from a careful review.

Defining Human Relations Problems

As soon as students understand the requirements for research papers, teacher-pupil planning can be used to begin work on problems in human relations defined by the students. Areas of concern can include:

Parent-child relations
Student-teacher relations
Relations with peers
Dating, sex and morality
Relations with elderly people
Relations between people of different races, religions and classes

With the teacher's help the class selects a problem area for the first paper, and then develops questions on the problem, placing these on the board and in their notebooks. A class secretary can make an extra copy for the teacher.

Example

PARENT-CHILD RELATIONS

1. How do divorced parents affect teenagers?
2. How does an alcoholic parent affect the bringing up of teenagers?
3. How do children react to parents' excessively high expectations?
4. How does overprotectiveness affect adolescents? Negligence?
5. How should young people deal with old fashioned parents?

Each student specifies the question on which he or she chooses to write a 2 - 3 page research paper, and the class secretary records this information. The teacher may then issue books from the class library or students may use the school, college or public library. (In the course taught at Wilson, at least two sources were required for human relations papers, one of which could be a live interview

with a primary source or an expert. This requirement gave students practice in using the bibliography and reference instructions. When textbooks were available, students were required to consult at least one other printed source.) Ways of studying a problem can include questionnaire surveys and field trips (for example, to a nursing home or a rehabilitation center for alcoholics or drug abusers). One class period is needed to develop a list of questions, make selections and issue books. A period later in the week can be devoted to reading papers aloud and discussing them.

Group Discussion

If the class is large, the teacher may choose to divide it into small groups for discussion of the different topics, allowing time for brief group reports to the whole class. Productive group discussion of the papers can be aided by opening class with a statement like the following:

Exercise

We have a better chance of finding solutions to human relations problems if we can lower the tension level. This is done by standing back and observing objectively our feelings and the feelings of others involved. Doing this provides a calm space for goodwill and wisdom to take over. Before beginning discussion of our relationships, let's close our eyes and say to ourselves:

We have experienced and studied these problems. We may have helped cause them. (pause) But we are not helplessly trapped by our hurt or angry emotions... We seek to understand all those involved in these problems... We open our ears to the wise inner voice that can direct us to the best solutions. (Allow a moment of silence.)

Ways may be found when developing human relations topics and during discussion of papers of integrating the material that follows on the psychology of the personality. How do physical traits, emotional and mental qualities affect the various relationships under consideration?

Students who select the same questions can be encouraged to cooperate in developing original ways of presenting their findings to the class. Outside speakers can be invited. Role playing and psychodrama can be employed to demonstrate ways of relating to

others and to explore specific human relations problems and ways of resolving them. The device of a "Counseling clinic" or a "hot line" might be utilized to present crisis-type situations. Imaginative songs, poems and stories can express new insights or dramatize new ways of behaving. Creativity and originality should be encouraged both in sources consulted during research and in formats developed to present the results in class.

Exercise in Transforming a Relationship

In the final week of Unit One, after all human relations papers have been completed and discussed, a valuable culminating activity is an exercise in transforming a relationship. Ask students to select one person with whom they experience hostility, friction, tension or conflict. Then say:

- Let's close our eyes and take a few deep breaths. Relax the body. Loosen the muscles in thighs, legs and feet. Relax torso, shoulders and arms. Relax the face, tongue, ears and eyes. Remain poised and alert.
- Now see before you the person with whom you experience feelings of tension or friction, in the life situation where you usually meet, noticing appearance and facial expression.
- Look directly into this person's face and let your eyes lock. Look deeply behind the eyes trying to understand the cause of the objectionable behavior. What are the inner needs, the pain and insecurities of this person?
- As you continue to look, let go of your expectations, demands and judgments of the other person and let yourself respond to the needs. Through your eyes, from your heart send out a stream of understanding, comfort and love. See it penetrate the other's consciousness and notice the response.
- Now visualize how this understanding love will affect your dealings and behavior when you next meet this person. See yourself acting in a new way.
- When you are ready, open your eyes and write down your insights about the relationship and the changes you feel able to make.

Opportunity should be provided after the experience for students to share in pairs or threes. In the days that follow let students, if willing, report any changes in the relationship to the class.

THE PSYCHOLOGY OF THE PERSONALITY

Human Nature

Alternating with class periods on human relations problems, an analysis of human nature can be developed orally. In the lessons that follow let students make lists of functions, qualities and needs of each aspect of the personality at home from text sources or their own thinking and observation. Then combine their contributions on the board in class and have them copy the lists to keep in their notebooks.

A diagram like that on page 8 placed on a blackboard or newsprint is useful. You may want to start with a blank diagram containing only the self or "I" in the triangle which represents the field of consciousness. You can add labels and symbols as you go. The students might be asked to insert in a blank diagram of their own a drawing of a figure that best represents to them each aspect of the personality. Stress at the outset that a human being is a conscious self who possesses these aspects - body, feelings and mind - that these aspects are his or hers to direct and control as he or she chooses.

Physical Body

Start with the physical body and its senses, functions and biological needs. The following list is a compilation that was produced in one class in teacher-led discussion:

Need for:

- air
- water
- safety
- exercise
- sleep
- cleanliness
- elimination
- activity
- sex
- self-preservation
- medicine, if sick

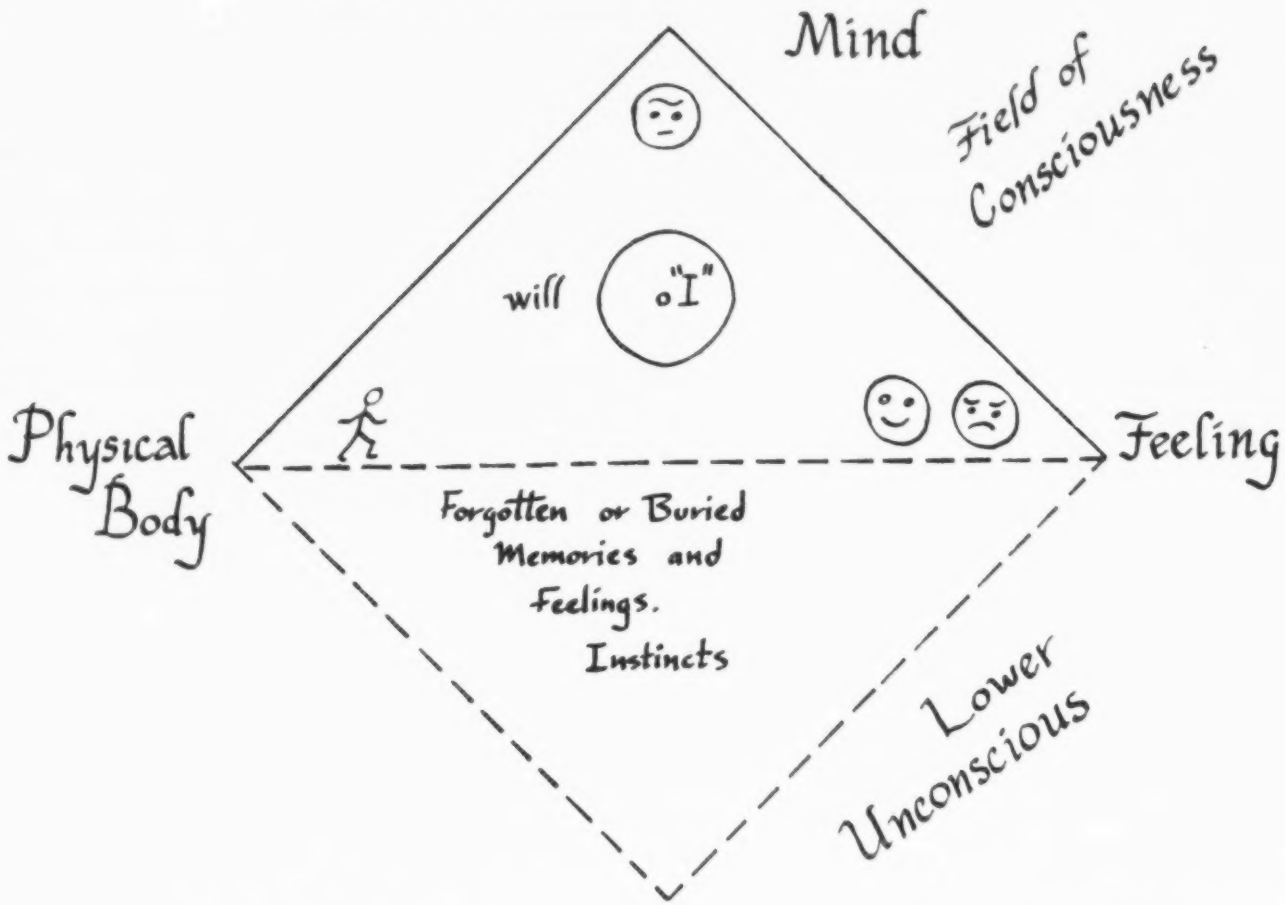
Senses and powers:

- sight
- hearing
- smell
- touch
- taste
- muscular strength
- coordination
- good looks

Sensitivity to:

- cold
- warmth
- pain

PERSONALITY



Instinctive reactions:

swallowing	weeping
breathing	coughing
sucking	sneezing
chewing	

Point out the interdependence of the aspects of the personality: A bad cold can cause depression. Violent anger can make one physically sick. A cheerful, optimistic mental attitude can promotebodily health. We master ourselves by focusing on the aspects of personality one at a time, but never forget that we are dealing with one interrelated organism.

Give some time to the natural laws of physical health which underly emotional and mental health:

nourishing food thoroughly masticated
two quarts of pure water and other fluids daily
deep breathing
eight hours sleep
regular exercise and bathing
living close to nature

Establish the fact that the person lives in and uses the body. Discuss people who may identify with their bodies or physical appearance such as movie stars or football players.

Disidentify from the body

Direct students' attention to the diagram, then have them close their eyes and find their own inner consciousness of the "I" or self. Slowly say aloud as they silently follow:

> I have a body but I am more than my body. I have physical needs and sensations, I have bodily senses and instincts, but they are not myself. They are my servants and means of expression. I have a body but I am more than my body.

Self-Observation Exercise

Request students to select one of their own physical traits or habits that needs to be better regulated or managed and to observe for one day their successes and failures in dealing with it.

Begin a Daily Journal

Instruct them to record their observations in a journal at the end of each day. Explain that self-analysis and self-observation are the first steps in bringing about change and growth. The journal is a means of measuring progress.

Feeling Nature

The feeling nature is symbolized on the diagram as two faces, one smiling, the other frowning, because it swings between positive and negative emotions. Feelings play such an important part in most people's lives that several class periods may be needed for discussion of these emotions and their effect upon relationships. More people identify with their feelings than with the physical body, and it may be difficult for some students to grasp the fact that they possess their feelings, that they can control them and need not be driven by them.

Lists students produce can be long because in the teens many strong new emotions and desires are awakening. When one of the pairs of opposites is named, ask the class to give examples from their own experience and observation. Discuss gradations of feeling and absence of feeling (indifference, apathy). Bring out the fact that "negative" feelings are not always "bad," nor are"positive" feelings always "good." Ask students to select instances that illustrate this point; for example, feelings of guilt have value when they prompt one to make amends for wrongdoing. Ambition which places one's self-interest above the welfare of others can be destructive. Help the class to see that certain feelings can be appropriate at one time and not at another. Strong feelings, when well disciplined, have great value as fuel to drive the human engine into constructive, satisfying action. Out of control, the same feelings can explode or drive their victim to destroy self or others, and this is as true of a "positive" desire as of a "negative" aggression. Sample lists follow:

Positive Feelings	Negative Feelings
kindness	unkindness, cruelty
courage	fear, cowardice
innocence	guilt
love	hate
liking	dislike
happiness	sorrow

excitement	boredom
ecstasy	agony
calmness	anxiety
agreeableness	belligerence
optimism	pessimism
satisfaction	frustration
confidence	inferiority
elation	depression
gratitude	ingratitude
generosity	selfishness
ambition	laziness
trust	jealousy
desire	revulsion
reverence	irreverence
togetherness	loneliness
feeling of being approved	feeling of rejection
feeling of beeing cared for	feeling of being neglected

When the feeling nature is understood, students can be shown how to change a feeling. Guide them as follows:

Exercise in Self-Analysis, Summoning Will Power, Self-Observation, and Changing a Feeling

Become quiet and aware of your central self that possesses your feelings and can direct them as you choose. Select a strong feeling which is giving you trouble. (pause) Concentrate on it and say: "This (ambition, rebellion, hatred) belongs to me. I acknowledge its presence but it is not my master. I can choose to feel it or change it into a different feeling (concern for others, cooperativness, understanding)." Choose the feeling you wish to experience in place of the one that troubles you. See in your mind's eye a scene, an object or a creature that expresses or represents the feeling you wish to experience. Let yourself be absorbed into this picture and feel its quality.

Tomorrow, when you awake, repeat the exercise by saying, "The feeling of_____belongs to me. I choose to change it to a feeling of_____. Call the symbolic picture of that feeling to mind. During the day observe yourself. Do not condemn or repress the negative feeling, but experiment with substituting the other feeling you have selected, calling the picture to mind. In the evening record your experiences in your journal.

Continue the exercise for several days observing whether your power to change the feeling weakens or grows stronger. In attempting to make such a change, your central self draws upon the powerhouse of the <u>will</u>. How strong is your will in carrying our your decision to transform a feeling? Does your will need to be strengthened? Record your observations in your journal.

<u>Mind</u>

It has already been pointed out that each person is a center of self-consciousness that possesses a body and feelings. In fact, however, most people identify themselves with one or another aspect of the personality. For growth to occur, a process of disidentification from each aspect should be encouraged. This can be facilitated by the student's recognition of his or her present sense of self-identification. Let the class become quiet and conscious of themselves as unique, valuable individuals. Then ask:

Where do you feel your consciousness of being a person is located? Where is your "I" - in your body, your feelings, your mind or where?

Have students write the answer in a word or phrase, then let them read aloud what they wrote. Many will identify self with mind, the thinker. However, as they list mental functions and abilities, it can be readily shown that these abilities are learned and that something beyond the mind summons the will or the drive to learn, plan or solve problems. Therefore the person cannot be identical with the mind.

Mental powers that can be listed in teacher-led discussion are illustrated below:

<u>Mental Functions and Abiliities</u>

reasoning, inductive, deductive	learning
problem solving	understanding
remembering	creating
memorizing	describing
counting	analyzing
writing	investigating
listening	organizing information
measuring	questioning
concentrating	exploring
planning	formulating concepts
reading	decision making
figuring	rationalizing

Self-Observation Exercise

Direct students to observe their own mental activities for 10 minutes during class while participating in discussion or studying. Explain the procedure, then later, without warning, instruct them to commence self-observation. They should have writing materials at hand and every time they notice a change in mental behavior, should note it down. Example:

studying	(for test)
memorizing	(for test)
questioning	(to teacher for clarification)
listening	(to teacher's reply)
writing	(the information received)

Continue for the allotted time and then let students look back and add anything that was missed, such as observing or recording.

Inquire of the class whether, during this exercise, their thought processes ever stopped or whether their minds were constantly active. Can they cease thinking, make their minds blank, and start again at will? How much contol do they have over their thoughts? How often do their minds wander when trying to concentrate? Point out that voluntary thought control is an innate power which enables us to concentrate and achieve our goals despite the tendency of the mind to wonder and wander. Daydreaming in its right time and place can produce visions of artistic or scientific value, and should be encouraged, but we want to be disciplined creators with the power to concentrate the mind at will or let it roam freely.

Exercise to Measure Thought Control

Instruct students to concentrate their attention on some stationary object in the classroom, staring fixedly at it and allowing nothing else to enter their minds. Let them sit straight with both feet on the floor, right elbow resting on the desk, hand raised. Say: "At the instant when you notice your mind has wandered or another thought has interrupted your concentration, lower your hand." Explain that this is not a test but an experiment to help them discover how much control each has over the power of concentration. Conclude by asking students what other powers or abilities they used in the exercise besides concentration, i.e. self-observation, will, seeing, staring.

Will

Will is the power behind physical action, emotional drives and mental activity. If one of these aspects, such as a strong feeling dominates the personality, the individual identifies with it. We say, "I am happy" or "I am dissatisfied" as if these were essential, unalterable ingredients of the self. Then the will is placed at the command of the feeling,and drives the person into action to achieve whatever the feeling desires. Our goal is to become the master and not the slave of our bodies, emotions and thoughts. The first step is to cease identifying with them and to identify with the inner center of consciousness we call the self. From this position, the will can be employed like the reins used by a horseman to guide and direct the whole personality.

Will is the dynamic force in every action, the life energy without which nothing can be accomplished. Will always has a purpose, if only to add up a column of figures and arrive at a total. Ask students in what activities in their daily lives the self exercises will and list them on the board.

Some Activities Requiring Will

Quit smoking or drinking	Executing ideas or plans
Self-discipline	Controlling others
Decision making	Working
Learning	Doing something unpleasant but right
Studying	
Overcoming obstacles	Changing or improving oneself

Most people need to strengthen the will in order to reach their goals. Without will, daydreams with their creative visions can float through the mind and come to nothing.

Exercise to Strengthen the Will

Students may select some pleasant habit such as drinking coffee or soda which they do every day, and decide to abstain for 24 hours. The decision is made in class and noted in their journals. Instructions: "Remind yourself of the decision before you go to bed tonight and again tomorrow when you awake in the morning. Tomorrow evening record whether you held to your decision. How Difficult was the experience? This exercise is a measure of strength of will. If you succeed, your will is strong enough to see you through more difficult tasks."

Integration of the Personality

Inner conflicts can occur

A. Between the rational mind and irrational feelings
B. Between positive and negative emotions
C. Between physical needs and the will to carry out an obligation or achieve an ambition
D. Between various roles we play, for example, as student, son or daughter, pal to peers, employee, team member
E. Between personal desires and ambitions and superrational visions or "guidance."

Ask students to write in their journals specific conflicts they have experienced within themselves.

Resolving the inner conflicts that keep occurring throughout life is an important part of the growth process. The goal is a personality in which the various elements work effectively as a team and are consistent, that is, all are working toward the same goal rather than pulling against each other, seeking incompatible goals. This integration can sometimes be organized around a driving personal ambition which subordinates everything else to its purpose of gaining success, money or power. Point out the predominantly self-centered and separative character of such a personality. It is chiefly concerned with its own satisfaction and sees others mainly as means to satisfy its own needs and desires.

A better way of integrating the personality is to submit it to the guidance and direction of a wise rider, which might be called the Higher Self or soul. Before that type of control becomes possible, we must be able to disidentify the self from its threefold instrument and to use the will to take charge of the personality. After leading the class through the following exercise, distribute it for use at home.

Suggest that each student perform the exercise daily, preferably in the morning, in a quiet place, at first by reading through the procedure silently, then, when the exercise has been memorized, repeating it with eyes closed. Use of the will is needed to establish this habit pattern, and doing the exercise regularly at the same time each day helps to maintain it. Doing it in the morning conditions attitudes toward daily events.

Disidentification Exercise

Become quiet and relaxed. Close your eyes. Look within and say silently, "My true self is a center of pure consciousness and will which can wisely rule my personality."

- Sit erect, breathe evenly and be aware of your body. Say to yourself, "I have a body, but I am more than my body. My body may be sick or healthy, warm or cold, rested or tired. I live in my body and use it for experience and service in the outer world, but it is only my instrument. I have a body but I am more than my body."

- Now become aware of your feelings and say to yourself, "I have emotions and desires, but they are not myself. Emotions are contradictory and changing, but I always remain I, in times of hope or despair, in joy or pain, in a state of irritation or calm. I can understand and judge my feelings. I can coordinate and direct them, I can pay attention to them or put them aside until later. Therefore it is clear they are not myself. I have feelings but I am more than these feelings.

- Focus your awareness in your head and think about your mental abilities and interests. Say to yourself, "I have an intellect or mind but I am more than my intellect. It is a good memorizer, evaluator and problem solver. It can learn and reason and plan ways to achieve my goals. It is an organ of knowledge regarding both the outer and inner worlds. It can become a well trained tool, but it is not myself. I have an intellect but I am more than my intellect."

- Finally say to yourself, "I affirm my freedom from identification with my instruments. I am a center of pure self-consousness and will, capable of mastering, directing and using my sensations, feelings and thoughts to achieve my goals."

* * * * * * *

Notation: The disidentification exercise will not quickly change a person's ingrained identification with feelings or thoughts. It needs to be practiced regularly. Throughout the day one should strive to take the position of evaluator and decision-maker, or the maestro of a three-piece orchestra, that is, master of the threefold personality instrument.

When all the elements of the personality - the body, the feelings, the mind and will - are inspired and directed by the Self, the person will be motivated to serve the human race. Not everyone is conscious of the soul or Higher Self. Most people have to learn how to contact it and bring its wisdom and love into their field of awareness. The next unit will explore the nature of this Self or soul and how it can become a force in individual growth, improvement of human relations and the person's service in the world.

The interrelated unit of human relations problems and the psychology of the personality should be planned to terminate together. After the final research papers on human relations have been read and discussed and the goal of integrating the personality has been presented, a new unit on the psychology of the higher consciousness can begin.

Unit Two

PSYCHOLOGY OF THE HIGHER CONSCIOUSNESS

In the second unit, time can be divided between transpersonal psychology - explanation and discussion of the nature of the Higher Self - and students' reports on their own reading of enlightening or inspirational literature. The college instructor can prepare a list of suitable books from a wide variety of sources on the world's religions, ethical values, meditation and personal growth from which each student can choose a book for study. (See list of samples.) The secondary school teacher may prefer to make such books available in a class library. Daily reading from enlightening literature and keeping a record of insights are part of the program of self-transformation. For this, students have been prepared by keeping a journal of their exercises and self-observations.

Reading Record

The daily record of reading can constitute the homework assignment for the unit. Writing skills and vocabulary building are aspects of the Reading Record that need emphasis in the secondary school. (See sample.) The record may be graded on both the time spent and the quality of the record itself. If a book not on the list is borrowed from the library or brought from home, it is advisable to have it approved by the instructor. Allow time in high school classes for supervision of record keeping. By the second week, sharing of significant material from the reading can begin and can occupy one or more class periods a week. Let students share by paraphrasing passages that contain wisdom and inspiration or by interpreting quotations that throw light on the meaning of their lives. Most wisdom literature can be read in part with profit. The aim is to open the inner eye to truth and to discover new meanings, rather than to read a certain number of pages. Insist on a daily reading record rather than a book review. The inspiration from daily reading is an important ingredient in the technique of growth and change that students are learning. Insights and understandings are to be expressed in the student's own words, not quoted from the book.

READING LIST

Below are listed examples of books that inspire and stimulate growth. Be sure books chosen are readable at the level of the class.

Bach, Richard. Jonathan Livingston Seagull. New York: Avon, 1973.

Bailey, Alice A. The Consciousness of the Atom. New York: Lucis, 1974.

Ferrucci, Piero. What We May Be. Wellingborough, Northamptonshire: Turnstone Press Ltd., 1982.

Fosdick, Harry Emerson. The Meaning of Faith. New York: Abingdon, 1982.

Fox, Emmet. Find and Use Your Inner Power. New York: Harper, 1941.

Gaer, Joseph. What the Great Religions Believe. New York: New American Library, 1978.

Gibran, Kahlil. The Prophet. New York: Knopf, 1923.

Juster, Norton. The Phantom Tollbooth. New York: Random House, 1961.

Peck, M. Scott. The Road Less Traveled. New York: Simon and Schuster, 1978.

Ross, Floyd H. and Hills, Tynette. The Great Religions by Which Men Live. Greenwich, CT: Fawcett, 1977.

Sheen, Fulton J. Peace of Soul. New York: Doubleday, 1954.

Watts, Alan W. The Way of Zen. New York: Random House, 1974.

Widutis, Florence. The True Path. Marina del Rey, CA: DeVorss, 1979.

READING RECORD

The following illustrates the form required and can be placed on the board for the class to copy.

Bach, Richard. (author) Jonathan Livingston Seagull. (title) New York: (place published) Avon, (publisher) 1970. (date published) 127 pages.

Dated 11/9/84

Time began: 7:00 a.m.

Time ended: 7:20 a.m. (include writing time)

Pages read: pp. 11-15

Insights and Understandings

Unlike the other seagulls who flew to eat, Jonathan loved flying more than eating. He was unpopular with the flock because he was different, but he had courage and did not let criticism stop his experiments with new ways of flying.

New Words and Student's Original Sentences with Dictionary Definitions

chum - chopped fish thrown into the water

The fishing boat tossed chum into the sea for the seagulls.

albatross - large, web-footed seabird.

An albatross flies low instead of high like a seagull.

Last Page of Reading Record

Make an evaluation of the pages read. How did the book affect your attitudes or your feelings about yourself and your possibilities?

The Higher Consciousness

Although planned as a second unit, the study of the transpersonal nature is integrally related to the study of the individual personality. As soon as work on "the square" of the personality is completed, a diagram of the total constitution of human consciousness and its potential is presented on the board or on a poster that can be readily seen and copied by students. As much as two class periods a week can be spent on transpersonal psychology. Since this is a mind-stretching subject new to most students, a good deal of explanatory work may be needed. Useful references are Psychosynthesis(1) Chapter 1, and Yours is the Power(6) pp. 27-41. However, much will depend on the instructor's training in and practice of inner development techniques. Grounding in the psychology of the transpersonal or higher consciousness is essential before attempting to teach this part of the course. The Meditation Group for the New Age, P.O. Box 566, Ojai, CA 93023, provides in free bi-monthly booklets, organized self-training in the stages of meditation and the laws and principles governing needed social change. Information about other training programs and workshops in the principles and methods of transpersonal psychology can be obtained from the publisher.

Diagram of the Human Consciousness and its Potential

When presenting the diagram, explain that the individual's Higher Self on the one hand is aware of and responsible for its personality or instrument and on the other hand is open to the cosmos, the universal wisdom, love and purpose of the Whole, the One Being or Spirit. The Self is a unit in that Being and knows the part is instrument is intended to play and the contribution it is supposed to make to the plans of the One Being.

Why are most people unaware of the Higher Self? The reason is shown on the diagram. There is a gap between our material mind and the levels of the Self or soul in our higher unconscious or the superconscious. The Higher Self gives us life and sends inspiration to us now and then, but we have no regular communication, no telephone we can dial at will to get its advice and learn its wishes.

Human Consciousness and Its Potential

Freud discovered that much human behavior is caused by unconscious memories, by painful feelings forgotten and buried in the lower unconscious. He developed psychoanalysis to bring these memories into the light of consciousness and thus break their grip on the personality. Jung explored the collective unconscious and the symbols with which it communicates with the material mind. The urge toward transcendence and Self-discovery and the drive toward transformation of the personality have been recognized by Maslow and others as basic human needs. The denial of these needs, which Haronian calls "the repression of the sublime," can make self-fuillment impossible and even cause emotional and mental disturbance.

It is possible to reach up with our conscious minds to the wiser Self or soul and bring its wisdom into the light of day where it can take active control of the personality. We call this process opening the intuition, and the method used is meditation or awareness exercises. On the diagram, the bridge to be built to the intuition is suggested by a broken line between the Self and the personality. Disciplined effort over a long period of time is usually needed to make this broken line a strong link - a reliable, open channel.

Transpersonal Nature

In this course we can awaken to the possibility of bridging the gap and perhaps make a start. Further progress depends on the individual's desire for growth and determination to keep going on.

One obstacle we face is the difficulty our limited, finite minds experience in grasping or even glimpsing the universal nature and outlook of the Higher Self. As soon as we reach beyond our separate, individual, self-conscious "I" and contact the superconscious Self, a transformation process begins. We take the first steps toward becoming whole-centered instead of self-centered. The question is, how can we systematically expand our awareness? Let's look at our goal. If we can visualize the ideal Self, if we know our destination, we can discover a road map to get there.

The nature of the transpersonal Self can be sought in the feelings, attitudes and behavior that people display in their interpersonal and group relations and in the motives they reveal in their

occupations and community projects. Before any lines of communication with the higher consciousness are opened, a person is basically self-centered and motivated by self-interest. As contact with the Higher Self is established and strengthened, the person becomes more and more decentralized or whole-centered and inspired to meet human need.

The following contrasting qualities of a self-centered and whole-centered person may be placed on the board. Explain that these qualities represent extremes. Few people are entirely self-centered or fully whole-centered. Most of us are somewhere in between in the process of moving from one extreme to the other. Do not think of these qualities as "good" or "bad"; rather think of the self-centered person as having limitations from which the whole-centered person is gaining freedom. Think of growth as a process of extending one's horizon, expanding one's understanding and concern, becoming more inclusive. Ask students to give examples of behavior that illustrate the different qualities.

MOVING FROM THE PERSONAL TO THE TRANSPERSONAL

A self-centered person	A whole-centered person
is often dogmatic about doctrines and ideologies.	sees how differing systems of thought contribute to society.
desires credit, fame, prestige, needs to feel superior.	is unassuming and humble, treats everyone as an equal.
is critical, exclusive, judgmental.	is accepting, inclusive, noncritical.
desires and asserts authority.	helps others feel self-reliant and free to fulfill themselves.
feels isolated and insecure, needs ego reinforcement.	has a sense of belonging, self-worth and the worth of others.
values material possessions, money and power.	values intangibles: beauty, wisdom, love.
demands personal satisfaction and exclusive ownership of desired objects.	loves freely demanding nothing, derives joy from sharing and serving.
likes controversy and competition.	likes cooperation and teamwork.
is hostile and suspicious.	feels goodwill, sees the best in people.
fears to risk disapproval by venturing off the beaten track.	is original, creative and often a pioneer in solving problems.
works for personal and national gain.	identifies with the human family and the planet as a whole.

Ask the class, "When might such attitudes or behavior have beneficial effects? When would they be harmful to you or those around you?" Question both self-centered and whole-centered qualities. When an illustration is given, examine it to bring out the fact that most actions have mixed motives. Inquire, "To what extent was the actor motivated by self-centered qualities? By whole-centered qualities?"

Preparing for Change

Two or more hours can profitably be used presenting, getting examples and discussing these qualities. When the list is completed, ask the students to study it. Then let them center the consciousness in the true self, which has the will to command the obedience of thoughts, feelings and actions.

From this point of observation, let each select one self-centered quality he or she would like to change and a whole-centered quality he or she would like to acquire. Write these in the journal.

In this part of the study, it is important that the teacher create an atmosphere in which students can feel comfortable with the fact that we are all human - hoping to grow and improve, but each struggling with our own particular limitations. The teacher might share personal difficulties in trying to change a quality - moving from criticism to encouragement, for example.

Exercise in Opening Communication with the Higher Self

Place the diagram before the class and see that students are supplied with writing and drawing materials. Let them open their journals to a blank page.

The problem of providing a quiet, undisturbed space for this exercise in a classroom where messengers and late arrivals frequently interrupt can be solved to some extent by hanging a sign outside the door:

Experiment in progress. Please do not disturb.

Direct students to sit erect with both feet on the floor and to be completely silent during the exercise. Use some good way of helping them to become physically relaxed and focussed. One way is to lead them in breathing slowly in and out.

Say: The purpose of this exercise is to discover where we are now in our growth and where the Higher Self wants us to go. The higher consciousness often communicates with us in symbolic pictures, leaving us to interpret its meaning.

- Let's close our eyes.
- See the square diagram of the personality in your mind, and see the figure of the body sitting as you are now, relaxed and obedient to your will.
- See your positive and negative emotions as waves breaking, then smoothing out until your feeling nature is a quiet, untroubled sea.
- Focus your attention in your head. When your mind is still, it can become a mirror to reflect pictures, colors or messages from the Higher Self. Call to mind the whole-centered quality you selected. Ask your Higher Self, "Where do I stand now in relation to this quality?"
- Wait, holding your mind still. When a picture, a message or idea comes to you in response, the first thing that enters your mind, draw it or write it in your journal, and below, write your interpretation of its meaning.

  (Allow a few minutes. The time needed depends on the group, but do not permit students to become restless. If their eyes are open, without activity, proceed, even if some have recorded nothing.)
- Now close your eyes again and focus the mirror of your mind upward. Ask, "What is the ideal or goal of my Higher Self for me at this time?" Wait for a picture or message. Then put it on another piece of paper with your interpretation.

  Pause
- Close your eyes once more and ask, "How can I move from where I am now to where I want to be?" Open your eyes and make a list of specific things you can do in your daily life to progress toward acquiring the quality that is your goal.

When finished, students may read or study but not talk until everyone has completed the exercise. Then, if possible, allow members of the class to react to their experience.

Sharing

During the next class period devoted to transpersonal psychology provide a method of sharing the products of the exercise. If the class is small, sharing in the whole group may be possible. In larger classes, groups of three or four can share with one another. The material produced in this exercise should not be graded, and

sharing should be optional. One value of sharing is to confirm from others' experience that one's own Higher Self is real and can become an active factor in one's life.

Students' ideas about methods of acquiring a whole-centered quality and expressing it in daily life can be listed for all to record. Some valuable ways of using the power of thought and feeling to cultivate the quality chosen that can be brought out are:

1. Relax and concentrate steadily on the word for the quality. Let images or ideas emerge from the unconscious and write them down. Frequently during the day visualize the image symbolizing the goal of the Higher Self in regard to the quality.
2. Consider the meaning of the quality and record your insights.
3. Try to feel the quality, let it permeate you. Identify with it.
4. Speak the name of the quality or murmur it aloud.
5. Write the word on cards and post them where they will repeatedly catch your attention.

Combining visual, auditory and motor processes hastens the change that is desired.

After the exercise has been demonstrated in class, give students clear instructions to follow at home. The directions on page 28 can be duplicated or placed on the board to be copied. Make sure that class members thoroughly understand the exercise by guiding them through it. Urge students to memorize and practice the steps of the exercise until they can be followed with eyes closed, without referring to the instructions. Encourage them to raise questions or to request individual assistance.

Self-Change Program

Students will need to make space in their daily routine for one-half hour of reading and mental exercise. The best time is in the morning before beginning the day's activities. A good plan is to set the alarm clock and get up half an hour earlier than usual. A quiet place is needed and early morning before the family awakes can be an ideal time. This leaves the whole day in which to practice whatever change the student is trying to make in attitudes or behavior. The recommended procedure combines the reading record previously explained and the self-change exercise.

DAILY SELF-CHANGE PROGRAM

Reading

Spend 10-15 minutes reading and recording insights in your Reading Record.

Exercise

- Sit erect with both feet on the floor, eyes closed.
- Relax your body but remain alert. Breathe evenly and naturally.
- See your positive and negative emotions growing quiet like a smooth, untroubled lake or sea.
- Focus your attention in your head. Still the stream of thoughts and hold the mind steady.
- Concentrate your attention on the whole-centered quality you have decided to cultivate. Visualize a symbol that expresses this quality. Reflect on how you would feel if you possessed the quality.
- Turn the mirror of your mind upward seeking inspiration from the Higher Self. Ask your Self, "What effect would this quality have on my relationships? How can I express this quality in my daily life?" Hold yourmind open and ready for impressions. (These may come later, unexpectedly.)
- In your imagination see yourself in possession of the quality you are cultivating, acting in a new way as you lead your daily life.
- Open your eyes and record your inner experience and outer intention.

During the Day

Keep a close watch over your feelings, attitudes and behavior during the day, making an effort to express the quality in thought and action.

Evening Review

Before sleeping each night, briefly evaluate your performance in your journal. Realize that changing ingrained human traits takes time.

To make a lasting change the exercise must be practiced faithfully every day over months and years. Some people may notice a sudden improvement immediately, but if the daily effort is abandoned, a person soon reverts to earlier patterns of feeling, thinking and behaving.

To keep the exercise vital and fruitful, the theme - the transpersonal quality - may be changed at weekly intervals, returning later to qualities which need special attention. Here are some qualities from which a choice might be made:

Whole-Centered Qualities

Love

- Altruism
- Relatedness
- Selflessness
- Humility
- Compassion
- Sensitivity
- Encouragement
- Fusion
- Sense of union
- Joy
- Acceptance
- Concern for the whole

Light

- Vision
- Understanding
- Non-criticism
- Openness
- Sincerity
- Push toward freedom and equality
- Wisdom
- Recognition of areas of agreement
- Perception of beauty
- Inspiration
- Expansiveness
- Inclusiveness

Will to Manifest

- Grasp of fundamental principles
- Grasp of abstract ideas
- Creativity
- Originality
- Push toward sharing and justice
- Problem solving
- Motivation to serve
- Cooperativeness
- Goodwill
- Fearlessness
- Push toward integration and synthesis

If the class has developed trust and group rapport, students may feel free to exchange experiences with the self-change program. Some may need counseling and encouragement and the concerned teacher will be sensitive to each student's special needs. The student's personal journal is private, to be shared only on a voluntary basis. Therefore the Reading Record, which may be graded, is kept in a separate place. Inform the class in advance of the difference between these two activities. After Reading Records are turned in, urge students to continue cultivating transpersonal qualities. During the second half of the course, the exercises will be used to help them think creatively about world problems and how to contribute to their solution.

Unit Three

THE PLANET AND ITS PROBLEMS

Introduction — As soon as students are well launched on their Reading Records and daily self-change exercise at home, preparation can begin for the culminating work of the second half of the course on planetary problems. A number of class periods will be needed for instruction in problem-solving, for selection of problems and for development of study outlines or work plans. This preparatory work can best be done while students are completing their Reading Records at home. By the time the Reading Record is collected, they should be ready to concentrate full attention on making their own problem outlines.

Opening Exercise — During Unit Three let the exercise with which each class opens orient students to their planetary task:

> Let's close our eyes, relax our bodies and let go of the thoughts and feelings we brought with us. Let's become aware of our Higher Self inspiring and guiding us as we open our minds and hearts to the world's problems.

At the beginning of the unit, consciousness-expanding music like Mary Travers' "It's in everyone of us to be wise" can be played as the class listens with closed eyes. Conclude by saying:

> Let's see ourselves as vital parts of the whole of humanity with the intention and the power to make a creative contribution to the solution of the problems of the earth.

Explain that the study of planetary problems is a logical outgrowth of the work students have been doing on the psychology of personality and the higher consciousness. Self-centered people don't care about world problems unless they are personally affected, for example by the shortage of gas or loss of a son in war. A person who demonstrates intelligent cooperation, group activity and concern for the welfare of family, community, nation or humanity as a whole is consciously or unconsciously using whole-centered energy. The objective of the Higher Self is the benefit of the human race, including, of course, the individual. The chief difference between whole-centered energy and self-centered mental and emotional energy is a shift of the center of concern from the individual to a larger

group. The Higher Self is not concerned with ego-satisfaction, but with human relationships. From that center of consciousness the individual is seen as a fragment of a larger mosaic, his or her importance vastly increased by the ability to add to or detract from the beauty of the total pattern. When the Higher Self becomes active, it tends to expand a person's interest from individual needs outward in ever-widening circles. That is why this course began with study of the personality and close personal relationships, then tried to awaken a higher consciousness that is concerned with the larger problems of humanity, of society, of the earth as a whole.

Problem-solving Procedure

The method of problem solving which follows has been used in Sociology, World Problems and Contemporary Problems courses over a number of years. It is a challenging method of learning, but requires careful explanation and continuing supervision on the part of the teacher. My method is to place the main steps on the board in brief at the outset, then take each step and explain it in detail, while students copy the material in their notebooks. Steps #1 - #3 are crucial. The questions asked determine the direction of the research and the value of the data. To help students understand the procedure, a typical problem can be chosen as an example. Then, in teacher-led discussion, the class can formulate the questions to which answers are needed in order to arrive at a solution. A good procedure is to have the instructions for steps #1 - #3 on the board or on a poster readily visible to the class, while developing the sample problem outline on an adjacent board. Armed with the instructions and the example, students are in a position to identify their own problems and to list subproblems and possible sources of information.

In the following outline of the Steps in Problem Solving, the steps in brief are underlined.

STEPS IN PROBLEM SOLVING

1. Identify a problem: State a question covering causes, effects and solutions.

2. Define the problem by breaking it down into subproblems to be solved or questions to be answered in order to solve the problem.

   a. What is the nature of the problem, the facts?
   b. What are the causes?
   c. What are the effects?
   d. What is now being done to solve the problem?
   e. What new or improved measures are needed?
   f. What can we do individually or as a group to help solve the problem?

3. Possible sources of information on each subproblem.

   Indicate where you intend to look for information by listing at least one source for each subproblem. At least five sources altogether are required, one of which must be a primary source such as an interview or field work, and only one of which may be an encyclopedia.

Problem Outline

Steps #1 - #3 constitute the first paper to be turned in and require the teacher's approval before research can begin. Usually revisions are needed and the teacher will have additional sources of information to suggest. This is especially true when several students are working in a group on one overall problem.

4. Collect and record data on each subproblem

   Follow previous instructions regarding research papers. The final report must contain a complete bibliography and show references that give the sources of all information.

5. Evaluate critically all sources of information

   a. Primary or secondary?
   b. Authenticity: Is it genuine?
   c. Reliability: Is it trustworthy, based on evidence?
   d. Authoritativeness: What are the qualifications of the source?
   e. Bias: Is the source slanted or objective?
   f. Is the source giving fact or opinion, trying to inform or influence?
   g. Purpose and motives: Is the viewpoint one of self-interest, national interest or concern for human or global welfare?

Progress Report

When research has been under way a week or ten days, have students turn in a report listing all sources consulted so far and giving a separate evaluation of each (#5). The report should state which subproblems have been studied to date. The Progress Report can become part of the final report. It enables the teacher to give help if needed and prods dilatory students to work.

6. Present data

   a. Arrange information in orderly, logical sequence using each subproblem as a subtitle.
   b. Give sources for all information following term paper instructions for bibliography and references to sources.
   c. Evaluate each source separately, answering the questions in No. 5.
   d. Be sure all questions in No. 2 are answered or explain why not. Analyse contradictions in data, etc.

7. Draw conclusions

   a. Show where data do not justify conclusions.
   b. Draw tentative conclusions where data support them.
   c. Indicate where further study is needed to reach conclusions.

8. Recommend action

   a. Bring intuitive, creative thinking to bear on your data and tentative conclusions by asking your Higher Self what action would be in the best interest of all those involved and the human race in general.
   b. Using your best judgment plus creative ideas that come to you, recommend action:
      1) social action by U.N., governmental or community agencies
      2) individual action by yourself or action by groups to which you may belong or which you might organize.

Steps in Problem Solving

1. Identify a problem. State a question covering causes, effects and solutions.

2. Define the problem by breaking it down into subproblems.
   a. What is the nature of the problem, the facts?
   b. What are the causes?
   c. What are the effects?
   d. What is now being done to solve the problem?
   e. What new or improved measures are needed?
   f. What can we do individually or as a group to help solve the problem?

3. Possible sources of information. List at least five sources, at least one for each subproblem. One must be a primary source; only one encyclopedia will count.

Sample Problem

1. a. What is the cause of the population explosion?
   b. How is it affecting the standard of living?
   c. How can population be controlled?

2. Subproblems - to be developed with help of students (Letters refer to the three aspects of above problem.)
   a- What is the present world population? In which countries is the birthrate highest?
   b- What is the per capita income in countries with high birthrate? With low birthrate?
   a- How do people's beliefs and attitudes affect the birthrate?
   a- How does the education level influence birthrate?
   c- Is birth control information available? What kind?
   b- Can populous regions feed their people, or do they rely on imports?
   c- What methods of birth control are most effective? Safest? Easiest to use?
   c- What methods of instruction and distribution are needed to make these methods effective?
   c- What needs to be done by national governments, the U.S., the U.N., schools, organizations, individuals?
   c- What can I do individually and in my groups?

Note: A problem of such scope calls for group study, each student selecting a limited area on which to work - one country or one region. For comparison, high and low birthrate areas can be chosen, i.e. India, Japan, U.S.A., Mexico. If information is difficult to find on one nation, another can be chosen.

3. Sources of information

   a- Population Institute Library
   Nationals of country- embassy personnel, immigrants, professors

   b- Recent encyclopedias
   Population Reference Bureau

   c- Planned Parenthood- World Population
   Physicians

Selecting a Problem

The process of problem selection is vital. Those chosen need to be worldwide in scope and also of immediate local concern. A practical reason for this requirement is the availability of information and the opportunity for field work. The following general topics can be approached both as local and as planetary problems. For example, local organizations are arranging exchanges with the U.S.S.R., and the Sanctuary Movement is an example of involvement of local churches in the problems of developing countries.

Hunger
Population
Environment and Ecology
Poverty and Economic Justice
Nuclear Disarmament and Peace
Human Rights: Women, Minorities, Racial Groups
U.S. - Soviet Relations
Relations with Developing Nations
Energy
Addiction to Drugs and Alcohol
Violence and Conflict Resolution
Literacy and Education
DiseaseControl
The Family and Changing Morality
Crime and Terrorism
Religious and Cultural Differences

A good time to place these topics, plus others suggested by students, on the board is after the Steps in Brief of Problem Solving have been explained and the sample problem outline worked out.

Some students may show panic or fear in the face of these global problems, feeling perhaps that the individual or a small group is powerless to effect change. Respect these anxieties. Suggest that students write in their journals specific fears or worries they may be experiencing in regard to selecting, designing or solving a global-local problem. Remind them that you, the teacher, stand ready to help by suggesting resources and procedures and that no one need work alone. If a "global" or "planetary"problem seems out of reach, ask students for specific ways some of these problems affect their lives or their community. Get a few examples of how an individual can exert influence. Explain that a global problem is a personal problem, writ large; violence, for instance, has similar causes whether in the home or on the battlefield. Knowledge that they can tackle a problem at a point within their capacity should restore centered calm and banish the negative emotions that paralyze constructive action.

Tell students that the topics listed are general areas, that individuals or groups will need specifically to identify and define the problem they choose according to steps #1 and #2.

Before making a choice, without discussing the topics among themselves, let the class become quiet and close their eyes. Say:

> The Higher Self is aware of the abilities and powers of its instrument and the needs of the whole planet. Raise your consciousness as high as possible and ask, "To what world problem does my Higher Self wish me to contribute my study and creative thought?" When a response or idea comes to you, write it in your journal.

After a moment or two, ask students who have not made a choice to write down the topic they prefer. Then poll the class to see how many have chosen the different areas. This process often results in an equitable division of labor. Students who have chosen the same area will work as a team on their outlines, dividing the problem among group members as indicated in the Steps in Problem Solving. Those who have no partners or teammates may be given the choice of joining a group or working as individuals.

In dividing a group's problem, be sure that each member's segment spans causes, effects and solutions. See that groups avoid dividing the topic in such a way that one student works on causes, another on effects and a third on recommended action. Not only is this an unfair division of labor, but the value of experiencing the total problem-solving process would be lost.

Teacher Preparation

The teacher who works in advance with the librarians of the school and public libraries to prepare a bibliography of suitable and available books and articles will increase the chances of successful study of global-local problems.

A book recommended for its presentation of both the individual and global dimensions of development is Toward A Human World Order by Gerald and Patricia Mische (See Reference 5). The authors' premise is that planetary problem solving is an outer expression of a developed inner consciousness of human unity and interdependence. The book contains a 10-page bibliography on many global problems.

Teamwork

After groups have been formed on the basis of students' chosen problem areas, the task of developing group and individual research outlines begins. Each team chooses a discussion leader or coordinator, and each team member determines, in cooperation with other members, his or her share of the work to be done.

It would be wise in explaining the procedures for small groups for the teacher to lead a discussion of the nature of good teamwork drawing as many ideas from the class as possible and writing them on the board. Questions like the following can be raised:

What is necessary for success of a team effort? In making plans? In apportioning tasks? In executing tasks?

How can the team give aid if a member encounters difficulties? Do members of groups trust teammates enough to ask for help when needed?

What expectations do students have of one another in their group work?

If conflicts or disagreements arise, how should they be handled?

What is the teacher's role?

Due Dates

Research begins as soon as a group's problem outline has been approved. When all groups and individuals have completed their outlines, a due date for a Progress Report is set. At the same time a due date for final reports is established which will allow time for each group or individual to present material to the class.

On the day Progress Reports are handed in, take the time needed to ask students how they feel now about any fears or anxieties they experienced during the initial phases of problem solving. Some of these feelings will have vanished. If any remain, let the person's team or, if appropriate, the whole class, seek ways of assisting or encouraging the person in resolving the difficulty. Stress that how we cooperate and provide mutual help can be a sample of the way the real problems of the planet can be solved.

Action for Change

After Progress Reports have been submitted and returned, before students have set to work on their final reports, a period should be spent discussing kinds of action and change that might result from problem solving. Begin class with the opening exercise on

page 30. Caution students that they are not yet ready to draw conclusions or recommend solutions to the problems they are studying. However, ways of taking action on any local, national or world problem can be explored. While they are still quiet and centered, let them ask the Higher Self:

> What can I, one individual, do to bring about change in my environment?

Have them list their ideas in their journals. Then let them ask the Self:

> How can I help change national policy?

They should list these methods in their journals. Then have them ask:

> How can I in cooperation with others influence worldwide policy to improve conditions for the whole planet?

Perhaps students themselves could come to the board and write their ideas under each question, amplifying where necessary. Thus all will benefit from the inspiration of each when they come to recommend action on their own problems.

Unit Four

PRESENTATION OF REPORTS

STUDENT TEACHING

"Student teaching" as a method of sharing the research done on the various world problems is recommended for several reasons. First, it assumes that the "student teacher" is an expert in the area of research done, and therefore qualified to teach that subject matter. Second, the prospect of teaching the class can spur students to efforts they might not otherwise make. Third, instruction in lesson planning and the experience of teaching can be valuable training in communicating ideas and information. Fourth, the various activities which can be used in a lesson stimulate interest and learning and prevent the monotony of simply reading reports aloud. Fifth, the fact that "student teachers" are expected to give assignments, tests and a grade (with the instructor's approval) motivates learning and assures attentiveness in class even when the performance of the "student teachers" may leave something to be desired. The instructor, of course, is always present in a supervisory capacity, evaluating both the "student teacher" and the class behavior.

After the members of the class have selected their problems, after all work plans have been approved and the students are well launched on research, after a due date has been set for submission of all reports, a schedule can be worked out for "student teaching" during the final weeks of the course. The schedule should be duplicated so that everyone has a copy in his or her notebook. Related problems can be grouped on consecutive days. After the first day of student teaching it is helpful to schedule a session for evaluation so that "teachers" scheduled at later dates can profit from the experience of the brave pioneers.

Lesson plans should have the teacher's approval and should be submitted at least a week in advance of the date the lesson is scheduled so that needed changes can be made. The assignment with the date due is then announced to the class. This gives students opportunity to prepare for the lesson. Have the "student teacher" place his or her assignment on the board as soon as the lesson plan is approved and allow space for it on the lesson schedule sheet. Obviously no lesson can be taught unless the student has turned in his or her research report prior to submitting the lesson plan. <u>It is important that all reports be submitted at</u>

the same time, freeing students from work on their own reports so they may do the assignments given by "student teachers."

LESSON PLANNING

Two to three weeks before the due date for reports and the first scheduled lesson, devote a full period or more to instruction in lesson planning. Make this as simple as possible so as not to frighten the timid. Make clear that all the information in a possibly long report cannot be assimilated by the class in a 45-50 minute period; a few main points may be selected for emphasis. The purpose of the lesson is not to demonstrate what the "student teacher" knows (this can be evaluated by reading the report), but to induce learning. More learning takes place from students' own effort and participation than from listening to a lecture. Participation can take the form of doing an assignment to prepare for the lesson, and sharing in class the material studied. Emphasize the desirability of original ways of dramatizing the material in the classroom, i.e., posters and artwork, slides, question-and-answer interview, debate, songs, role playing in which conflict situations are acted out, costumes, food and dances from different cultures. A lesson plan includes the following:

Lesson Plan

1. Goals and expected learnings

   Content
   (Example: To help class understand what caused the population explosion and how population can be controlled.)

   Skills
   (Taking notes, writing essay, report on news, participating in discussion, library research, etc.)

2. Assignment to prepare for lesson
   (Give one that can be used in the lesson during class.)

3. Activities and the time allocated to each in minutes: total 45 minutes
   (Teaching and learning methods should include some opportunities for class participation.)

4. Materials to be used in class

   By you as teacher

   By students

5. Evaluation of learning

   (Each "student teacher" gives a grade to each member of the class which may be based on the assignment, class participation and/or quiz. A quiz, if used, should be submitted with the lesson plan for approval. Multiple choice or true-false quizzes are recommended. If creative work is assigned, take care to be

objective in grading. The grade is subject to approval by the instructor.)

Explain that an outline of a research report can be duplicated and used as the basis for an assignment, allowing more time in class for discussion, recitation, etc. Those working as partners or in a group will make a joint lesson plan showing the contribution of each member. Two copies of the lesson plan are needed - one for the instructor, the other to be retained by the "student teacher."

Lesson planning can vary depending on the size of the class and how the problem solving has been organized. For example, in a large class a group of three or four students might be working on the population explosion. The group's lesson might cover two hours during one of which an outside speaker or a field trip might be arranged, while the other could be used for a panel presentation by the group, discussion of the assignment and a quiz. In a very small class one"student teacher" might be allocated two hours if needed or desired. If time is severely limited, activities by the "student teacher" and the class take precedence over outside speakers, films and trips.

If the class is working on their problems in groups, more than one class period may be needed for lesson planning. Be sure that the groups understand that each member will be graded individually, both on reports and on student teaching, so that one or two do not carry the load for all.

In advance of the first lesson to be taught by a student, place on the board the criteria on which the teaching will be evaluated. When a class was asked to share in evaluation by making anonymous written comments, the experiment caused negative reactions. Few students like to judge their peers or be judged by them. However, knowledge of the basis of the teacher's grade can help improve performance.

Criteria for Evaluation of Student Teaching

1. Getting and holding attention
2. Knowledge of the subject
3. Preparation for the lesson. How well is the lesson plan carried out?
4. Originality of teaching methods

5. Voice, speech
   Do not read material. Speak naturally. Know the meaning of all words used.
6. Poise, posture, movements, eye-contact with the class
7. Class participation. Keeping order during class discussion or debate

In addition to class performance, the grade for the student teaching takes into consideration the quality and promptness of the lesson plan, the grading of assignments and tests, and turning in the grades (and the papers) to the supervising teacher to be recorded.

Unit Five

ORGANIZING FOR SOCIAL ACTION

As part of their problem-solving reports students have recommended various measures to effect the changes or improvements they believe are needed locally, nationally and worldwide. They may, in their lessons, have stirred the whole class to join forces to try to influence local or national policy in some specific way. Before making plans and rushing into action, however, it is well to pause and re-examine the planetary energies which students should now be aware are available to them.

The course is designed to help students form the habit of daily dialogue with the Higher Self in order to seek inspiration and direction in their relationships and in solving problems and communicating ideas. Many of them will have discovered that the superconscious is a reservoir of wisdom available to anyone who can tap into it and is not a source of guidance limited to one or two gifted individuals. Not only can they draw upon this reservoir, but through their study, thought and dedication they are contributing energy and light to it. To the extent that students have stretched their concern and their perspective to encompass the earth, they have added their quota to the pool of enlightenment needed to solve planetary problems.

Students should realize that achieving global awareness and discovering in themselves a desire to serve their communities and the world <u>constitute the causal stage of social action</u>. When the energy of the Higher Self is brought into expression through the personality, the surrounding environment will be affected. Over a period of time the results of inner change become overt and unmistakable to those who can recognize whole-centered qualities.

On superconscious levels students' efforts can produce even more than this. As the diagram of the higher consciousness illustrates, the individual's Higher Self is open to the universal consciousness of the Whole. The Self in each of us is a unit of energy in the One Being. That Being gives life to the planet. As part of It we are one with one another. The evidence of our unity is undeniable as we walk the same earth and breathe the same air. We can see and touch the ways in which we are physically interdependent, we can feel the interplay of emotion and verbalize the interchange of ideas.

Interaction, circulation of energy is also constantly taking place on superconscious levels. My Higher Self and your Higher Self know the purpose of the One Being of which we are all a part, and people in touch with the Higher Self sense the existence of a Master Plan to which each one can make a creative contribution. Our ideas, our concern and our will to serve in a particular problem area, as embodied in our conclusions and recommendations, can circulate telepathically, as well as verbally via the written and spoken word in our reports and lessons. We should not be surprised when people in different parts of the world make similar proposals simultaneously.

The point to make is that awareness and self-change exercises, receiving and recording guidance from the Higher Self may be students' most valuable phase of social action, because only from the superconscious can we draw the wisdom that will produce inspired global solutions to the planet's crucial problems.

After the last "student lesson," before organizing for action in the usual sense, spend some time on the foregoing realizations encouraging students to discuss their flashes of inspiration and the source of the motivation to serve. Then ask the class to close their eyes and say to the Higher Self:

> We have studied certain community and world problems. We have given our particular problem deep thought and have sought the guidance and intention of the Higher Self in recommending solutions. We sincerely desire to take the wisest and most effective action within our power to help solve this problem.
>
> We now let go of our preconceived ideas. We disidentify ourselves from attachment to recommendations we have made. We ask the Self:
>
> > <u>In the place where we are, with the skills we possess, how can I, how can we best contribute to the welfare of the planet</u>?

When students receive a response or idea, have them write it down. Allow ample time for this.

Let students share their impressions. From this sharing some pattern should emerge which will differ with each class. In some cases individuals or groups may decide to plan action on their particular problems separately. In others, the whole class may wish to participate in a plan of action on all the problems.

Still others may see their most effective contribution as helping groups to develop the higher consciousness that will provide a planetary perspective and world service motivation. With the experience of teaching behind them, class members may wish to select a moderator and recorder for the process of choosing and executing a program of action, and the teacher may become an observer and resource person.

It is not possible to suggest a plan for the final unit; it will emerge from the ideas and inspiration of the students themselves. Be sure, however, to keep the class on the track of its purpose by beginning each session with an opening exercise similar to that recommended for Unit Three, page 30.

Concluding words from Gerald and Patricia Mische:

> "A truly new and more human world order will be developed to the degree that openness and truth-seeking characterize the efforts of those involved in the formulation and transformation process." (5, p. 344)
>
> "The development of a just world order is not a matter of <u>either</u> interior growth <u>or</u> external socio-political change. Nor is it a question of which comes first. Both are integral to a viable world future. Substantial progress in human development will be made to the degree that the inner and outer dimensions of world order proceed as an <u>organic</u> activity." (5, p. 349)

And from Roberto Assagioli:

> "There exists a point above, equidistant from both poles (of conformity and rebellion) and <u>at a higher level</u>, from which one can be an integral and effective member of society while maintaining his independence fully. This position stands for <u>action in and on society in order to transform it</u>...This can be done by first reserving one's own integrity and independence, 'cultivating the inner garden.' It is thus not a question of passively submitting to social conditioning, but first of protecting oneself from it, without resorting either to violent rebellion or to withdrawal, and then actively seeking to modify and improve present social life in every possible way." (1, p. 187)

STUDY AND REFERENCE MATERIALS

RECOMMENDED FOR THE TEACHER IN THE TEXT

1. Assagioli, Robert. The Act of Will. New York: Penguin, 1974. Paper. $5.95.

2. ..... Psychosynthesis. New York: Penguin, 1976. Paper. $4.95.

3. Hendricks, Gay. The Centered Teacher: Awareness Activities for Teachers and Their Students. Englewood Cliffs, NJ: Prentice Hall, 1981. Paper. $5.95.

4. Meditation Group for the New Age Three-Year Study Course in bi-monthly booklets. Meditation Groups, Inc., P.O. Box 566, Ojai, CA 93023. Free. Donations accepted.

5. Mische, Gerald and Patricia. Toward a Human World Order. New York: Paulist Press, 1977. Paper. $4.95.

6. Widutis, Florence. Yours Is the Power. Marina del Rey, CA: DeVorss, 1978. Paper. $4.95.